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e-Module Design with Content Based Instruction in Reading for Academic Purpose

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Abstract
This research emphasizes on e-Module based on content-based instruction (CBI) in Reading for Academic Purpose subject. This design implements the Islamic values of rahmatanlil'alamin. Students and lecturers of English Education Study Program do not have and never received an e-module for reading subject that involved Islamic values and digital content according to their background and is compatible with e-Learning that has been running University that is UNUSmartDaring. The aims of this study are to design an e-Module based Content Based Instruction (CBI) and measure its success in reading mastery of the fourth semester students of English Education. This e-Module design was created in order to improve the mastery of pedagogic concepts and the competence of English Education students as prospective teachers. To produce the expected product, researchers used the Analysis, Design, Development, Implementation, Evaluation (ADDIE) method. The activity of preparing the e-Module based Content Based Instruction (CBI) Design in the Reading for Academic Purpose Course to determine the effectiveness of using module in the English Education Study Program is carried out in three stages, namely: (1) Preliminary Study, including the study of reading theory for academic purposes, Content Based Instruction (CBI) theory, as well as UNUSmartDaring software; (2) designing module, compiling module assessment instrument, compiling the evaluation instrument; and (3) Product Testing stage, module review by experts, small-scale trials, online use trials, classroom use, evaluation and module based Content Based Instruction (CBI) for teaching Reading. The average value obtained was 41.4 with good category based on the result of validation analysis.

Keywords
e-modul; UNUSmartDaring; content-based instruction; reading for academic purpose

INTRODUCTION

Teaching, research and community service are the duties of lecturers in institutions. Lecturer innovation and creativity are needed for the three activities above. The aims are improving the competence of student graduates. One of the innovative efforts made by making e-Modules based Content Based Instruction (CBI) in the Reading for Academic purpose course. On the other hand, this e-Module design was created in order to improve the mastery of pedagogic concepts and the competence of English Education students as prospective teachers. The electronic module (e-Module) is an extension of the print module (hard module) in digital form which adapts the print module (Brown, 1995). The advantage of e-Module is interactive, allows loading of audio, video and images as well as formative tests that can display feedback automatically. Another complaint is problem-based learning, orientation to student problems, students taking structured lectures, individual and group guidance, presenting student work, analyzing and evaluating the problem-solving process in learning (Grellet, 2015).

e-Module and manual module using Content Based Instruction (CBI) really needs to be design for lectures and students, because it is as a book guidance that aims to set a goal of competences of students graduates. Students and Lectures in university do not have a reading module for learning guidance. They learn reading for academic purpose by one sub theme in the slide that created by the lecturers. Students do not have a handbook as an exercises and material book. Now, lectures and students should follow the curriculum requirement. In this case, method in teaching should make students creative, critical thinking,

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and make a product. Here, Content Based Instruction (CBI) was proposed by the researcher to solve the above problems. Electronic module (E-Module) with Content Based Instruction (CBI) proposed for English students in fourth semester as the learning guidance.

The development of this e-Module is combined with a Content-Based Instruction (CBI) learning model. Content Based Instruction (CBI) is a learning model that emphasizes language content rather than learning language subjects. Fauziati (2014) states that language learning through language content provides opportunities for students to learn real-world content (language content in the real world). This can improve students' reading mastery. Cummins (1979) states that a person is able to develop two types of language, namely everyday language (basic interpersonal language) and academic language (cognitive academiclanguage). So, Content Based Instruction (CBI) will be very effective when applied to language learning, especially reading. Content Based Instruction (CBI) is the basis for the use of meaningful language and contributes to language acquisition for students Foreign Language Learners (FLL). Through Content Based Instruction (CBI), lecturers and students do not learn language as a subject but learn the main content of a language as academic communication.

Traditional learning has been carried out by lecturers for the last 3 years, but the effectiveness of student understanding has not been measured significantly. Lecturers must convey all the material in detail and directly, even though there are obstacles faced, namely situations and conditions that are not conducive. In addition, inadequate facilities and infrastructure are one of the obstacles to the delivery of material directly. So that learning in class becomes very ineffective and efficient. What is meant by effective and efficient here is efficient, right on target and cost-effective. The electronic module (e-Module) design will be the right innovation in achieving the effectiveness and efficiency of learning for lecturers and students (Haris & Graham, 2007). This will also reduce the risk of manipulating the presence of lecturers and students.

E-Module with Content Based Instruction consists of two keywords that is Electronic module (e-Modul) and Content Based Instruction (CBI) that have different aims in the implementation. Prastowo (2011) explained that the module is a teaching material that is systematically arranged in a proficient manner that is easily understood by students according to age levels in order to reach the expected level. Meanwhile, San (2015) states that the module is a unit of learning that is planned to help students achieve learning goals. There are several characteristics of the module, namely Self Instruction, Self Contained, Stand alone, Adaptive and User friendly.

While, according to Daryanto (2013) the module framework is a preface, table of contents, module map, glossary, introduction, learning material, evaluation (in the form of cognitive tests, psychomotor and attitude assessment), answer keys, and bibliography. Furthermore, the module writing procedure is as follows: (1) module needs analysis, is the stage of determining competence, identifying scope, and determining skills and knowledge to be achieved; (2) drafting, is done by setting the module title, determining the final goal to be achieved, determining the specification of the objectives, making the module outline, developing the material, re-checking the module draft, and implementing the module; (3) validation, is the process of requesting approval for module eligibility, this validation is carried out by material experts on the module to be developed; (4) module testing, carried out after the draft is validated and revised; and (5) final revision after implementation, adjusted to input from material experts, media experts, lecturers, teachers, and students (Javed, 2015; Gunawan, 2017).

Referring to the background above, there is a problem formulation, namely how is the preparation of a e-Module with Content Based Instruction (CBI)? The research questions are: What is the process of making a e-Module with Content Based Instruction (CBI) container in Reading for Academic Purpose course? How is the arrangement and adjustment of e-Module content UNUSmartDaring and syllabus / RPS? How is the effectiveness of the e-Module in the Reading for Academic Purpose course?

In addition, the purpose of this study is to determine the development of e-Learning to be UNUSmartDaring as an e-Module container, to find out content that is in accordance with the syllabus that can improve student pedagogical abilities and graduate competencies, and to determine the level of effectiveness of using UNUSmartDaring and the use of e-Module. The uniqeness of this present research is design an electronic and manual module which had been published and got a Paten. Content Based Instruction (CBI) is used to develop learning process both of online and offline learning. The novelty of this research is design an electronic module that integrated Islamic values Rahmatanlilalamin and using CBI (Content Based Instruction) for fulfill the requirement of industrial 4.0 that involved in HOTS (High Order Thinking Skills).

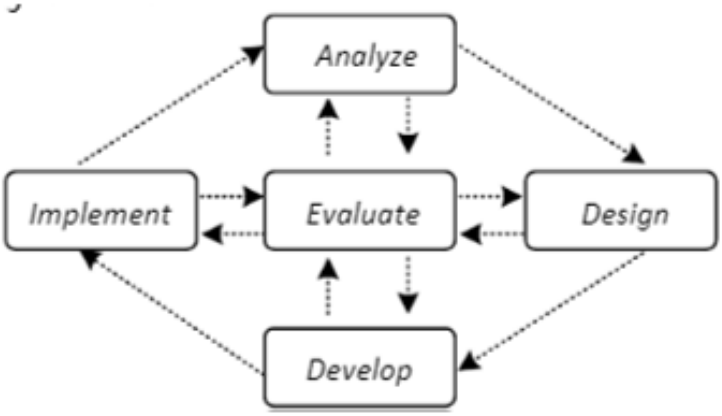

Figure 1. ADDIE Model Stages (Tegeh & Kirna, 2012)

METHOD

Research Design

This research adopts a research and development (R&D) model by adapting the ADDIE (Analyze, Design, Development, Implementation, Evaluation) model in Sugihartini & Jayanta (2017) to conduct research on developing Content Based Instruction-based e-Modules. This model was chosen because ADDIE is widely used to describe a systematic approach to instructional development. The ADDIE model can be seen in Figure 1.

Based on Figure 1, overall research activities carried out in five stages, namely analysis, design, development, implementation and evaluation. These five stages are an integral part of the development process. The detailed explanation of these stages is:

Analyze Stage

In detail, at this stage, there are two things to do, namely to conduct a need analysis for the content of e-Module for reading. In the analysis of e-Module content / content needs analysis of course characteristics by integrating with the syllabus / RPS of the Reading for Academic Purpose course.

Design Phase (Design)

Activities at this stage consist of designing e-Module development involved cover, content, assessment design, integrating the content with Islamic values Rahmatanlilalaminand and the used of CBI in the module. In this stage, the writer also design software Moodle namely UNUSmartDaring to cover e-Module for reading.

Development Phase

At this stage, the preparation of materials, projects and evaluation of Moodle development is carried out which supports online learning by lecturers and students. The results of this stage are e-Module product and printed module that have been structured according to student competencies and uploaded a feedback questionnaire as validation and student responses.

Implementation Stage (Implementation)

Implement the module in UNUSmartDaring by the researcher. The module implement in the learning process whether online and offline. The implementation will conduct in 3 times. Firstly, it conducted online and offline learning in small scale with 5 students. The first scale was conducted on June. Secondly, it conducted online and offline in a large scale with 10 students; it was conducted in Jule. Thirdly, after revising and validating, the reseracher conducted the last meeting with the online and offline leaning using UNUSmartDaring dengan sistem software Moodle and in the classroom at August.

Evaluation Stage (evaluation)

At this stage the researcher only conducts formative evaluations with the aim of collecting data on the effectiveness of the media and the achievement of goals. The data is intended to improve the e-Module and Moodle system improvements. This evaluation consists of the results of the evaluation of material experts, individual evaluations, small group evaluations and field evaluations. After the e-Module product is declared feasible by reviewers, it will proceed to the testing phase for research subjects or field testing. Then, a second evaluation stage is carried out for the improvement of the e-Module. This evaluation is carried out at all stages of ADDIE.

Table 1. Scoring Category

Category	Score
VG (Very Good)	5
G (Good)	4
E (Enought)	3
L (Less)	2
VL (Very Less)	1

Research Subjects Research

Subjects in this study are the parties involved during the e-Module field test process, namely one PBI lecturer as the facilitators at Moodle, six CBI-based e-Module reviewers and ten students who use e-Module with Content Based Instruction (CBI) in UNUSmartDAring and classroom. The reviewer consists of 6 people and students consist of 10 people. The student chosen as the subject was the fourth semester student of the English Education study program, UNU Lampung. The resercher used purposive sampling to choose the research subject. It means, reading for academic purpose is in 4th semester and 10 students in the advance level of English competences.

Research Instrument

In this present research, the writer used some appropriate instrunment based on the e-module design necessary, such as: Instrument for material expert (English); Instrument for design expert; Instrument for content expert; Instrument for language expert; Instrument for research participants and Documentation. All the instruments distributed to the experts before and after the implementation both e-module and manual module.

Research Time

This research conducted on Januari 2020 until Oktober 2020. In this case, the writer colecting the data from January until July. Then, the data were analyze in August and September. Next month, it used to compose an artice journal and submited the book into a publisher. Last, two months other used to present the result of the research and finishing all of the publication.

Data Analysis Technique

Data analysis in this study used a description of the percentage using quantitative descriptive methods. Furthermore, data analysis taken from CBI-based module development, quality of e-Module with Content Based Instruction (CBI) based on Reviewer evaluation, and the resut of implementation of e-Module with Content Based Instruction (CBI). The brief explanation of analysis data is below. Data analysis technique used in this research done by some stages, such as:

1. Changing the result of scoring from media expert, content expert, and English lecturers from alphabet form to be a numeric score. The following category is below (Table 1).
2. Calculate the evarage score in each category with the formula
   Explanation:

$$\bar{X} = \frac{\sum X}{n}$$

   $\bar{X}$ = average score in each quality aspect
   $\sum X$ = total score in each quality aspect
   n = total score
3. Changing the average score to descriptive qualitative data with the category acore above
4. Determining the overall value of teaching materials by calculating the average score of all the assessment criteria, then converted into qualitative values according to the criteria for the ideal assessment category. This score shows the quality of e-module with CBI in Reading for Academic Purpose. Then, the data obtained was also calculated using the ideal percentage. The formula for calculating ideal percentage is as follows:

$$Persentase\ ideal = \frac{skor\ hasil\ penelitian}{skor\ maksimal\ ideal} \times 100\%$$

5. To determine the conclusion of the validity test results of media, material, and English lecturers, the cut off score method can be used (Winnie, 2009).

$$Natural\ cut\ off\ point = \frac{(skor\ maksimum + skor\ minimum)}{2}$$

Table 2. Course Description

This Subject	Topics
This subject is a study of theory and practice of academic reading.; and reading activities.	Topics include: the content of Content Based Instruction (CBI), academic reading, critical reading, kinds of message, Text based skills; Knowledge based skills

The results of the assessment used are the results of validation by material experts, media experts, linguists, and English lecturers. If the average score of the assessment results is ≤ above lower score, it can be concluded that the product is suitable to use.

RESULT

Design e-Modul was conducted for increasing students' pedagogic consept and students' graduate competence. Based on the technique analysis data, the writer conduct need analysis on system and match the material with the syllabus of Reading for acaedic purpose subject. In the design stage, the writer arrange all the draft of the system Moodle and e-module using CBI and integrated with Islamic values Rahmatanlilalamin. In addition, developing stage conduct with establish the module content.

Then, e-Module content entered into a system called UNUSmartDaring. In this case, UNUSmartDaring is a container for e-Modules with CBI in Reading for Academic Purpose. Furthermore, processing and presenting data in this study will use descriptive qualitative and quantitative descriptive methods. The outputs of this research are the uploading of e-Modules in UNUSmartDaring, published in the Myria Publisher, journal articles published in national journals accredited by the National Journal, and obtaining Hak Kekayaan Intelektual (HKI) Paten Sederhana for manual Module. This research divided into two activities, such as; firstly, create an e-Module container, called by UNUSmartDaring; secondly, activity of compiling e-Module product content that is adjusted to the syllabus / RPS of the Reading for Academic Purpose course. In general, this study proposes TKT 3, because it produced a module with Content Based Instruction (CBI) called e-Module and manual module.

The activity of preparing the e-Module with Content Based Instruction (CBI) design in the Reading for Academic Purpose is to determine the effectiveness of using e-modules in the English Education Study Program is carried out in three stages, namely: (1) Preliminary Study, including the study of reading theory for academic purpose, Content Based Instruction (CBI) theory, as well as UNUSmartDaring software; (2) designing the e-module and manual module, compiling the module assessment instrument, compiling the evaluation instrument; and (3) Product Testing stage, module review by experts, small-scale trials, online use trials, classroom use, evaluation and module refinement as Content Based Instruction (CBI) based Reading teaching materials. The brieft explanation of the finding are below:

Preliminary Study

Stage The preliminary study stage includes descriptive analysis of courses and the Reading for Academic Purpose syllabus. (a) The results of the identification in reading for academic purpose syllabus. This course studies the concepts of Content Based Instruction (CBI) theory, theory of teaching reading, academic reading, critical reading and practice (Table 2). (a) The results of identification teaching material structure in reading for academic purpose subject. Based on the results of the analysis on the sylabus/RPS description in Reading for Academic Purpose, the structure of the course material in e-module can be defined as follows (Table 3).

The structure of teaching materials in Reading for Academic Purpose shown in the table above is used to develop Reading for Academic Purpose e-module and manual modele using Content Based Instruction (CBI) and integrated with Islamic Values Rahmatanlilalamin. E-module with Content Based Instruction (CBI) based uplouded in UNUSmartDaring in *http://smart.unulampung.ac.id/* then publihed to be a book.

Development Stage

In this stage of developing teaching materials, theexecutor of the activity carries out several activities, namely the preparation of the draft of teaching materials, assessment by experts, and revision of the draft of teaching materials. (a) The Results of e-Module Draft. Draft Reading for Academic Purpose e-module used Content Based Instruction (CBI) learning model is prepared based on the structure of the Reading for Academic Purpose materials based on Table 4. E-module draft are arranged systematically with cover, introduction, table of contents, sheet of student activities, questions practice, bibliography, glossary, appendix, map of the book, lesson plan, and reflection. This draft was validated

Table 3. e-Module Topic

Topic in Table of Contents	
PREFACE	Skimming and Scanning
Chapter I Content Based Instruction	Prediction
Background of CBI	**Chapter V Kinds of Pessages**
Underlying principles of CBI	Definition or illustration passage
Chapter II Introduction to Academic Reading	Cause and effect passage
Background of reading	Classification passage
Underlying principles of reading	Comparison passage
Chapter III Text Based Processing Skill	Problem and solution passage
Recognizing word meaning	Persuasion and justification passage
Recognizing Phrases	**Chapter VI Reading Activities**
Recognizing Sentence Structure	Pre-Reading
Reading Comprehension	While-Reading
Chapter IV Knowledge Based Processing Skill	Post-Reading
Advance Organizers	**References**
Previewing	Glosarry
	Appendix
	Map of the Book
	Lesson Plan
	Reflection

Table 4 Results of Expert Validation

No	Aspects Validation Module	Number of Aspects	Average	Category
1	Content Feasibility	9	32.33	Good
2	Presentation Feasibility	13	46	Good
3	Language Feasibility	4	13.5	Good
	Total	**26**	**91.83**	**Good**

and reviewed by the experts. (b) The Results of Expert Assessment. After e-module was design, the next step was validated by 6 experts. Validation is done by filling out the validation instrument of teaching materials. The validation result is presented in Table 4.

The results of module validation on content feasibility obtained an average of 32.33 from a maximum score of 45 in the Good category. The score is obtained from 3 aspects of content feasibility including: (1) the material coverage aspect consists of 3 points; (2) the accuracy of the material consists of 2 points; and (3) the relevance aspect consists of 4 points.

The results of module validation on presentation feasibility obtained an average of 46 from a maximum score of 65 with good categories. The score is obtained from 4 aspects of presentation feasibility including: (1) the completeness of the presentation consists of 3 points; (2) the presentation of information consists of 4 points; (3) the presentation of learning consists of 5 points; and (4) the update of the material consists of 1 point.

The results of module validation on language feasibility obtained an average 13.5 out of a maximum score of 20 in the good category. The score is obtained from 3 aspects of language feasibility including: (1) communicative consisting of 1 point; (2) dialogue and interactive consisting of 2 points; and (3) Conformity with Indonesian language rules consisting of 1 point. Thus, the teaching material is feasible to be tested on a small scale and large scale. (c) Revised Draft Instructional Materials. Based on the results of expert validation, draft course materials Reading for Academic Purpose with Content Based Instruction (CBI) has been revised for subsequent use in small-scale trials 1, small-scale trial 2 and large scale with 10 students in fourth semester of English education study program.

Product testing

After e-Module is validated by experts who are then revised, the next steps are arranged to be tested on a small scale by 10 students. The trial is done by filling out the module instrument sheet. The results of students' assessment on e-module of Reading for academic purpose in small scale trial 1, small scale trial 2 and large scale shown the average value obtained was **41.4** in a good category. Thus, e-module is feasible to be tested in the system UNUSmartDaring and in class. The following Figure 3 can explain the result.

The Figure 2 above show that 10 students use e-module and manual module in learning process. The result shown that average score both online nad offline implementation difference 2 point. The average result in online scale is 40,6 and average in offline scale is 42,1.

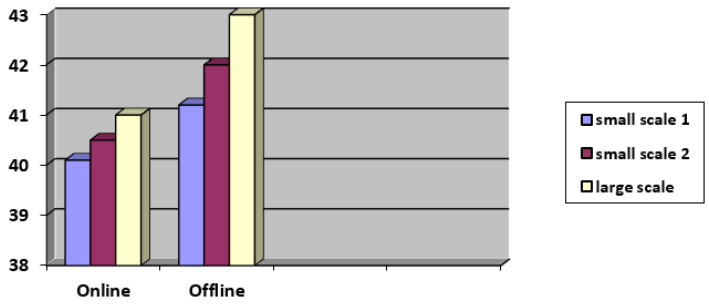

Figure 2. The Result of Testing the Module

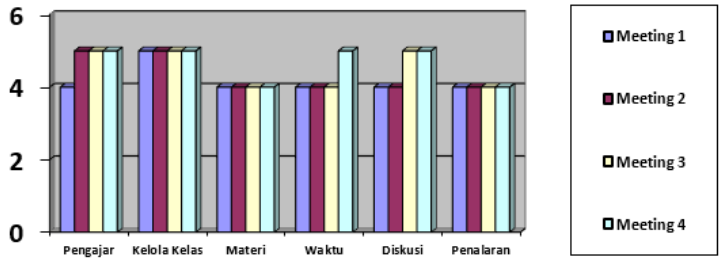

Figure 3. Practicality Data

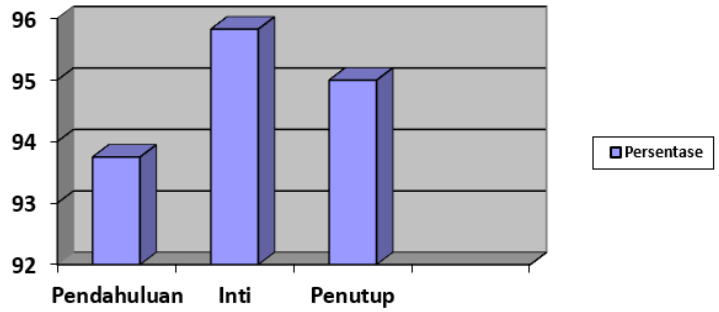

Figure 4. Lecturers Activity in Teaching

Evaluation Stage

The next step is to evaluate the module products that have been produced and tested in class. This step is taken from test the practicality and effectiveness of the modules used.

Practicality Check

To obtain evaluation of practicality of module, the researcher conducted interviews with students and analyzed the data obtained from the module's practicality evaluation sheet when used in class.

Interview Result

Based on the results of interviews, several students indicated that: It is easier to understand the material, lectures are not boring, students become aware of the learning process with Content Based Instruction (CBI) method, kinds of pessage is easier to understand, students become independent, and CBI makes it easier for students to check work results.

Results of Practicality Instrument

The results of analysis the practicality evaluation data were obtained by providing an evaluation sheet to the observers in the learning process. The evaluation sheet was filled in for 4 meetings which were then reviewed qualitatively. Based on the analysis of the practicality of module during four meetings as shown in Table 3, the mean score of **26.5** was obtained from the ideal score of 30 or 88.33 in the very good category (Figure 3).

Effectivity Check

(a) Lecturers Profile in Teaching. In this case, writer used observation sheet to get the data. The following data is below (Figure 4). The figure above shown the implementation of e-module and manual module of Reading for Academic Purpose by English lecturer. The lecturer competences in implement the module show 95,83 with the very good category in core activity and closing

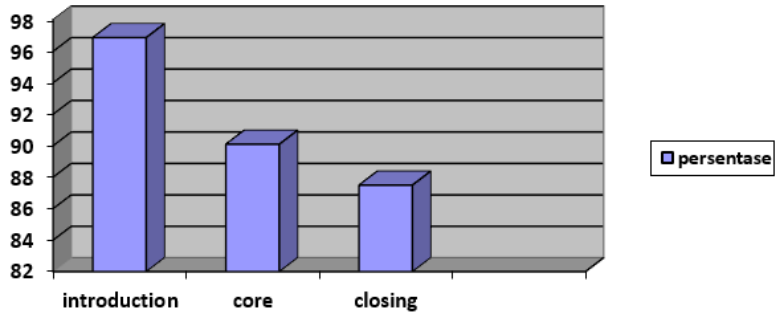

Figure 5. Students Activity

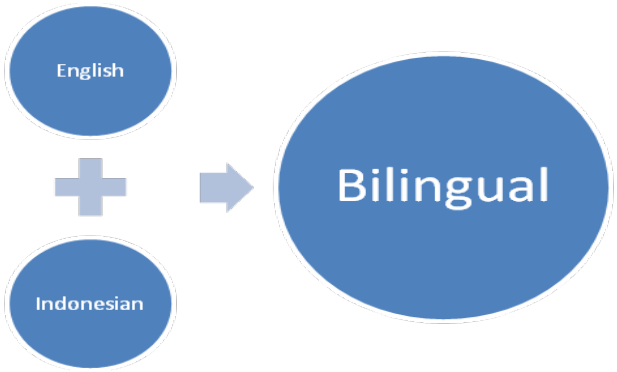

Figure 6. Language Strands (Fauziati, 2014)

activity. (b) Students Activit. In this stage, observation sheet used to get the data of students activity in teaching learning process. The data taken from the small scale 1, small scale 2 and large scale in the testing the product. The following result is in the following (Figure 5).

Based on the figure above, the result of observation was analyzed from the table of instrument. The students activity shown that instroduction activity is more interesting than others. It can be seen in the figure that 97% with Very Good category.

DISCUSSION

Regarding modules, there are print modules and electronic modules. In implementing the print module, the face-to-face learning model must be used (Traditional Method). Whereas the use of e-Modules in learning can be used for face-to-face or online models using blended learning model. Electronic module (e-Module) has various methods; one of them is Content Based Instruction (CBI). The Content Based Instruction (CBI) method is a learning method that emphasizes directing students' abilities to their needs (Richards & Schmidt, 2019). In addition, Crandal & Tucker (2016) defined Content Based Instruction (CBI) as an approach to integrating language content with the presentation of topics and tasks inlearning second language acquisition. From the definition above, it can be concluded that Content Based Instruction (CBI) is an approach to learning English that unites the content of subjects with the use of language. These two definitions show that Content Based Instruction (CBI) can be applied both to the context of language learning and foreign languages.

Module with Content Based Instruction (CBI) model is carried out by considering the language mastery of students. In the context of learning English as a foreign language, Content Based Instruction (CBI) provides the following benefits; analytical approach, language development, and mastery of material content (Nunan, 2014; Hardika, et. al., 2018; Suminah, et. al., 2018). Thus, the electronic module (e-Module) with Content Based Instruction (CBI) will combine digital modules with online learning. Based on the description, it can be concluded that the electronic module (e-Module) with Content Based Instruction (CBI) should be developed and compiled systematically in simple language and contain elements of the Content Based Instruction (CBI) model, namely learning with language content (Figure 6).

In this study, the writer found some relevant researches, with categories by two aspects such reaseach in using Content Based Instruction (CBI) and developing reading module using Content Based Instruction (CBI) and others teaching model in different level. The writer found three documents as

the category research in CBI; they are San (2015); Amrani (2019); and Chau Ngaan (2011). Two of them focus on the use of Content Based Instruction (CBI) in teachinglanguage especially English as a whole. On the other hand, other had done a research the usage of Content Based Instruction (CBI) in accounting subject. Besides, there are three previous researches in developing reading comprehension module; they are Javed (2015); Russell (2014); and Wijekumar (2012). Javed (2015) developed Reading Comprehension Modules (RCMs) for Malaysian English as a Second Language (ESL) teachers and students. They focus on the various texts and authentic sources for different ability in reading (Sultoni, et. al., 2018; Bafadal, et. al., 2018; Nurabadi, et. al. 2019). Russel (2014) was done a research in designing reading modules for high school class with a collaborative technique in learning literature. Then, Wijekumar (2012) focus on large scale-controlled trial of nonfiction reading module for 4th grade using web-based learning.

In the case of a survey on Project Based Test (PBT) in e-Model with the CAI model conducted by Sugihartini & Jayanta (2017), e-Module development becomes an innovation in lectures by implementing modules on a web or system. Students and lecturers became more active and participated in learning with an average 88% increase in student pedagogy. Thus, this research will inovate the electronic module (e-Module) with Content Based Instruction (CBI) in the Reading for Academic Purpose course with the hope of improving the pedagogy and competence of graduates. So that it will add to the list of advantages of higher education and become a reference for other teachers or lecturers at university (Snow, 1991; Vacca & Vacca, 1998; Sobri, et. al. 2018).

Based on the previous study above, the writer concludes that all the previous research not implement Content Based Instruction (CBI) to develop reading module yet. Previous researchs focus on develop manual reading module for high school students. So, this present research addressed on developing reading module using Content Based Instruction (CBI) based for university students based on Islamic Values *Rahmatanlilalamin*. The position of this present research is integrated Islamic values *Rahmatanlilalamin* with Content Based Instruction in language teaching. In this case, the writer wants to fulfill the university curriculum requirement in industrial era 4.0 and macth with the university goals.

CONCLUSION

Based on the result of the discussion above, researcher shown the conclusion of the research, they are: (1) e-Modul is valid, practice and effective; (2) e-Modul with CBI for Reading helped students and lecturers to successfull the online learning in pandemi era; (3) e-Modul for Reading in UNUSmartDaring got a good category; (4) CBI in e-Modul got a good category; (5) Manual Module using CBI got a very good category; and (6) all research outcomes were fulfilled.

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